

DEFINING THE DESTINATION:

UbD Stage One – What do we want them to learn?

Outcomes:

CR 2.3-Listen and Re-tell the key literal and inferential ideas and important details heard in small and large group activities, follow oral directions and demonstrations.

CC 2.1-Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, community, and social responsibility.

CC 2.2-Use a variety of ways to represent understanding and to communicate ideas, procedures, stories and feelings in a clear manner with essential details.

CC 2.3-Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reason, and explaining information and directions.

AR 2.1-Reflect and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria.

AR 2.2-Set personal goals as a result of group discussions.

Understandings:

Students will understand that stories may differ between people and places, but the main ideas remain relatively unchanged. They will also understand that there are different ways for stories to be told rather than just print resources.

Essential Question:

Why do we tell stories?
What are the important parts of stories?
How does a story change with a few additions or omissions?

Knowledge:

Students will know what the key ideas, elements and events in stories are.
Students will know how to represent ideas understandings with essential ideas.
Students will know that in cultures such as many First Nations cultures, oral story telling was a way to pass on traditions, and teach lessons and values.

Do:

Students will create oral texts that explore identity, community, and social responsibility.
Students will demonstrate comprehension by re-telling key points in grade appropriate literary and informational texts.
Students will speak clearly and audibly in an appropriate sequence, for a specific purpose when recounting stories.
Students will reflect and assess their speaking and other representing experiences by participating in

	discussions and relating work to a set of criteria. Students will set personal goals as a result of group discussions.
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EVIDENCE OF UNDERSTANDING
UbD Stage Two – How will we determine what they know?

Assessment: <i>Performance Task:</i> Students are going to create their own story and tell it orally without writing it down. Their story will be videotaped. A rubric will be designed according to story elements (beginning, ending, setting, characters, sequence, details).	Other Evidence: During the week, checklists will be used while students are re-telling their stories to see if they are including the important elements of the story leading up to our final performance task.
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LEARNING PLAN
UbD Stage Three – How will we teach?

<p><u>Lesson 1:</u></p> <p>We will discuss what we know about story elements. We will watch a video of an oral re-telling of How Raven Gave US Light. (http://www.teachersdomain.org/resource/echo07.lan.stories.raven/). I will read the story Raven by Gerald McDermott. Students will note similarities and differences in the two stories. Students will learn why stories differ sometimes (ex. Different people telling). Students will then pick a book that they can read independently, and re-tell the story to a partner. They will then read that story to the partner. They will note how the two renditions were the same and different.</p> <p><u>Lesson 2:</u></p> <p>We will note the important elements in a story. I will read students a story, and then we will re-tell the story as a class keeping in mind those elements. We will then do a checklist of whether or not our re-telling covered those elements, and how the two stories were similar and different. Students will once again pick a book at their reading level, and re-tell the story to a partner, read the story to a partner and note how the two stories were the same and different.</p> <p><u>Lesson 3:</u></p>

We will once again read a story, and re-tell the story as a class keeping in mind the important elements of storytelling. We will do a checklist of the included elements again. We will create a rubric of what needs to go in our stories. Students will then begin to create their own stories. They can either draw a story map, or use a visual organizer, but they will not write the complete story.

Lesson 4:

I will tell a story with missing elements, students will identify what elements I left out. Students can finish planning their stories. If they are done, they can find a partner and tell them the story. The partner will critique the story according to our rubric. Students can edit their story afterwards and tell another person.

Homework:

Students will tell their parents their story over the weekend. Parents will use our rubric to provide feedback about the story.

Lesson 5:

Performance Task-Students are going to have their stories video taped. They will be assessed according to our rubric.